

## ***Timeline for Implementation and Assessment of Maine's Learning Results in Career Preparation, Modern & Classical Languages, and Visual & Performing Arts***

The Maine Department of Education is planning ongoing activities in each of these three content areas to assist in the implementation and assessment of Maine's Learning Results, including the involvement of relevant stakeholders in the work (e.g. the establishment of a State Advisory Committee for each content area).

The documents cited below describe the requirements related to these three content areas. Those dates that are preceded by an asterisk (\*) will be delayed at least one additional year due to the proposed funding formula of Essential Programs and Services (EPS).

### **Title 20-A MRSA, Chapter 222: Standards and Assessment of Student Performance (Sept. 2001)**

**2002-2003:** By the end of this school year, each school district shall address in its Comprehensive Education Plan how it will implement these three content areas for all students, including interim targets for partial implementation.

The Maine Department of Education has developed Guidelines for Implementation in each of these three content areas. The Guidelines include introductory sections on purpose, rationale, and plan development and certification, as well as a nine-step planning and implementation process. The Guidelines are available on the Department's Comprehensive Education Plan (CEP) website: <http://www.state.me.us/education/compedplan/index.htm>

**\*2006-2007:** By the end of this school year, each school district shall implement the standards of the Learning Results in these three content areas, contingent upon funding based on Essential Programs and Services or its equivalent.

### **Chapter 127: Instructional Program, Assessment and Diploma Requirements (August 2002)**

**2003-04:** Review Cycle for the System of Learning Results begins. Each year one content area from each of the following categories will be reviewed:

- A. English Language Arts, Mathematics, Science and Technology, Social Studies; and
- B. Career Preparation, Modern and Classical Languages, Health and Physical Education, Visual and Performing Arts.

If it is determined that any changes are to be made, the effective date of any changes will be included in the revised rule and will provide sufficient time for assessments to be adapted and fair notice to be given to students.

**\*September 2006:** The local curriculum (Pre-K-12) shall include these three content areas for all students, contingent upon funding of Essential Programs and Services or its equivalent.

**\*2006-2007:** The Superintendent shall certify to the Commissioner that the local assessment system meets the assessment system standards established by this rule for these three content areas, contingent upon funding based on Essential Programs and Services or its equivalent.

*The LAS Guide: Principles and Criteria for the Adoption of Local Assessment Systems* (Maine Department of Education, June 2003) provides additional guidance for the development of local assessment systems (<http://www.state.me.us/education/lasalt/LASGuide.pdf>).

**\*2006-2007:** The Local Assessment System shall provide school results (Pre-K-2 and 3-4) and student results (5-8 and 9-12) for these three content areas, contingent upon funding of Essential Programs and Services or its equivalent.

**2007:** Effective with this year's high school graduating class, the local school board shall determine the extent to which the content standards for visual and performing arts are met by the previous requirement of one Fine Arts Credit and will require no less than this.

**2009-10:** Achievement of the standards in these three content areas is a diploma requirement for all students, contingent upon funding of Essential Programs and Services or its equivalent.

**Waivers:**

A school administrative unit may apply for a waiver from compliance with any provision of Chapter 127. An application for a waiver shall contain:

- A. Documentation of actions taken to meet the requirements prior to applying for the waiver;
- B. A description of the unforeseeable circumstances or undue hardships which led to the application;
- C. A statement of financial hardship if applicable; and
- D. The plan that the school administrative unit will implement to come into compliance with the regulations.